

DEPARTMENT OF EDUCATION
SPECIAL EDUCATION PROGRAMS
Gregory School District
Accountability Review - Monitoring Report 2011-2012

Team Members: Diane Reyelts, Team Leader; Joan Ray, Roxana Uttermark, Education Specialists; and Lori Wehlander, Transition Liaison.

Date of On Site Visit: March 13, 2011

Date of Report:

All non-compliance must be corrected within 1 year of this report date. Date Closed:

Program monitoring and evaluation.

In conjunction with its general supervisory responsibility under the Individuals with Disabilities Education Act, Part B, Special Education Programs (SEP) of the Office of Educational Services and Support shall monitor agencies, institutions, and organizations responsible for carrying out special education programs in the state, including any obligations imposed on those agencies, institutions, and organizations. The department shall ensure:

- (1) That the requirements of this article are carried out;
- (2) That each educational program for children with disabilities administered within the state, including each program administered by any other state or local agency, but not including elementary schools and secondary schools for Native American children operated or funded by the Secretary of the Interior:
 - (a) Is under the general supervision of the persons responsible for educational programs for children with disabilities in the department; and
 - (b) Meets the educational standards of the state education agency, including the requirements of this article; and
- (3) In carrying out this article with respect to homeless children, the requirements of the McKinney-Vento Homeless Assistance Act, as amended to January 1, 2007, are met. (Reference- ARSD 24:05:20:18.)

State monitoring--Quantifiable indicators and priority areas.

The department shall monitor school districts using quantifiable indicators in each of the following priority areas, and using such qualitative indicators as are needed to adequately measure performance in those areas:

- (1) Provision of Free Appropriate Public Education (FAPE) in the least restrictive environment;
 - (2) Department exercise of general supervision, including child find, effective monitoring, the use of resolution meetings, mediation, and a system of transition services as defined in this article and article 24:14; and
 - (3) Disproportionate representation of racial and ethnic groups in special education and related services, to the extent the representation is the result of inappropriate identification. (Reference-ARSD 24:05:20:18:02.)
-

State enforcement -- Determinations.

On an annual basis, based on local district performance data, information obtained through monitoring visits, and other information available, the department shall determine whether each school district meets the requirements and purposes of Part B of the IDEA...

Based upon the information obtained through monitoring visits, and any other public information made available, Special Education Programs of the Office of Educational Services and Support determines if the agency, institution, or organization responsible for carrying out special education programs in the state:

- Meets the requirements and purposes of Part B of the Act;

- Needs assistance in implementing the requirements of Part B of the Act'
- Needs intervention in implementing the requirements of Part B of the Act; or
- Needs substantial intervention in implementing the requirements of Part B of the Act. (Reference-ARSD 24:05:20:23.04.)

Deficiency correction procedures.

The department shall require local education agencies to correct deficiencies in program operations that are identified through monitoring as soon as possible, but not later than one year from written identification of the deficiency. The department shall order agencies to take corrective actions and to submit a plan for achieving and documenting full compliance. (Reference-ARSD 24:05:20:20.)

1. GENERAL SUPERVISION

NONCOMPLIANCE ISSUES:

ARSD 24:05:25:03.04. Evaluation procedures -- Notice. The school district shall provide notice to the parents of a child with a disability, in accordance with this article, that describes any evaluation procedures the district proposes to conduct.

Corrective Action:

Prong 1: District needs to correct each individual case of noncompliance.

Through a review of student records, it was determined that one student was evaluated in areas not included on the prior notice consent. Additionally, evaluations were not conducted in all areas for which parent consent was obtained in two student files.

Student:	Required Action:	Data to be Submitted:
Student #1 Parental permission was obtained to conduct an observation. However, an observation was not done.	The district must obtain consent from parents on prior notice/ consent to bring forward all assessments given during the last evaluation, conduct any evaluations on the previous prior notice that were not given, and re-visit eligibility. Document the areas for which assessment data will be pulled forward along with the date on the report the data is pulled from on the prior notice/consent. Create a new MDT/eligibility document reflecting all data considered for eligibility.	The following documentation must be submitted for student #1 and 3: <ol style="list-style-type: none">1. Prior notice/consent for evaluation2. All evaluation reports3. New eligibility/MDT document
Student #5 Parental permission was obtained to conduct a hearing screening. Evaluation reports do not show evidence that a screening was given.		
Student #3 Parental permission was not gained to assess academic skills, however, a standardized academic evaluation was administered.		
Timeline for Completion: Submit documentation by May 15, 2012 to the team leader.		

2. GENERAL SUPERVISION

ARSD 24:05:25:04. Evaluation procedures -- General. School districts shall ensure, at a minimum, that evaluation procedures include the following:

- A variety of assessment tools and strategies are used to gather relevant functional, developmental, and academic information about the child, including information provided by the parents, that may assist in determining:
 - whether the child is a child with a disability; and
 - the content of the child's IEP, including information related to enabling the child to be involved in and progress in the general education curriculum; and
- The evaluation is sufficiently comprehensive to identify all of the child's special education and related services needs, whether or not commonly linked to the disability category in which the child has been classified.

Corrective Action:

Prong 1: District needs to correct each individual case of noncompliance.

Through a review of student records, the monitoring team noted that skill-based assessment was not conducted in all areas of suspected disability in two files.

Student:	Required Action:	Data to be Submitted:
Student # 6 Skill-based assessments were not conducted to gather functional, developmental, and academic information about the child’s fine motor skills to support eligibility in the category of Developmental Delay.	The district must gain parent consent and conduct additional evaluation to gather skill-based assessment in the areas of disability for each of these students. Evaluation reports must be written and copies provided to parents. The IEP team must meet to amend the present levels of academic achievement and functional performance (PLAAFP) and use the skill-based assessment to develop the content of the IEP (PLAAFP).	The following documentation must be submitted: <div><div>1. Prior notice/consent for evaluation</div><div>2. Copies of all evaluation reports</div><div>3. Prior notice for the meeting</div><div>4. Revised or new IEP</div></div>
Student #3 Academic skill-based assessments were not administered, though the IEP present levels of performance includes academic skills. The student’s IEP and program should be developed based on functional , developmental, and academic information gathered during the evaluation process.		
Timeline for Completion: Submit documentation by May 15, 2012 to the team leader.		

3. GENERAL SUPERVISION

ARSD 24:05:27:04.01. Parental consent for services. A school district that is responsible for making a free appropriate public education available to a student with a disability under this article shall obtain informed consent from the parent of the student before initially providing special education and related services to the student.

Corrective Action:

Prong 1: District needs to correct each individual case of noncompliance.

Through a review of student records, the monitoring team identified parental consent for services was not obtained in one student file.

Student:	Required Action:	Data to be Submitted:
Student # 3	The IEP team must meet and obtain written parental consent to provide special education and related services to the student.	The following documentation must be submitted: 1. IEP
Timeline for Completion: Submit documentation by May 15, 2012 to the team leader.		

Prong 2: Correctly implement the specific regulatory requirements (i.e. achieved 100% compliance), based on the SEA's review of updated data.

Required Action:

The district must review and update its policy, procedure, and practice regarding the following:

- Completion of prior written notices that contains required content.
- Development of evaluation reports that must be provided to parents including administering and reporting skill-based assessment.
- Determining eligibility and completing the eligibility documents.
- Developing an IEP that provides educational benefit.

Data To Be Submitted:

For one student referred for evaluation and one student who requires a reevaluation, the district will submit the following documentation to support the required action:

1. Referral document, if applicable
2. The prior notice/consent for evaluation
3. Copies of **all** the evaluation reports including skill-based assessment and transition
4. Copy of the prior notice for the eligibility/IEP meeting
5. Copy of the MDT/eligibility document and;
6. Copy of the IEP

All non-compliance must be corrected within 1 year of this report date.

Date:

Status Report:

Indicator 3 – Participation/Performance on Assessment

C) Proficiency rate for children with IEP's against grade level standards and alternate achievement standards.

Reading Grades 3 –8

State Target 69% or higher

District Policy, Procedure and Practice:

The District response is 37.5%. The District utilized RtI training, reading pods, Reading Recovery, and vocabulary activities to improve performance. AIMSweb was utilized to measure progress. They also use VoWac for targeted assistance in the areas of phonics and decoding skills, Orton-Gillingham methodology for all students in grades K-5, and Sadler in 6th grade. Attendance at the State-provided training for aligning instruction with the reading standards was planned for the current school year.

Indicator 8 – Parent Involvement

Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

State Target 64.2% or higher

District Policy, Procedure and Practice:

The District response is 78.9%. The District has parents fill out the surveys after a meeting so if they have questions, District personnel can explain. The parents are asked to place the survey in an envelope and seal it. The surveys are then mailed by the District.